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ABSTRACT

This manual is designed to train teachers on the peer coaching process in two teacher workshop sessions. Information is drawn from the activities and outcomes of the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders (SED) residing in a rural, remote area in North Dakota. The first session in the manual provides an overview of peer coaching. The second session presents information about effective teaching and then takes learners through the 10-step process of peer coaching: (1) meet your partner, (2) decide who will be coach and who will be the person being coached, (3) understand your roles, (4) define measurable student outcomes, (5) brainstorm for ideas on how to collect data, (6) design data collection sheets, (7) set dates, times, and places, (8) coach observes the student teaching, (9) coach provides data from the observation to the student, and (10) student uses the data to change teaching behavior. The training sessions are designed to last approximately one hour, including sufficient time for questions. The accompanying notes are used to explain the basic ideas behind the slide masters. (CR)

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Peer Coaching Training Manual: Lecture and Slides

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Introduction

These materials are intended for use in training teachers about the peer coaching process. Usually, this is done in two sessions, with the first session covering and overview of peer coaching. The second session presents information about effective teaching and then takes learners through the 10 step process of peer coaching. The training sessions will each last approximately one hour, including sufficient time for questions.

The accompanying notes are used to explain the basic ideas behind the slides. The instructor is encouraged to study the materials and complete the readings of the referenced materials to adequately present these lessons.

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NOTES:

I. What is Peer Coaching?

A. Historically, training needs for teachers have been addressed through inservice training.

B. Geography and budgets of rural school districts make the provision of high quality inservice training problematic.

C. Inservice for rural teachers usually employs an ineffective one-shot no follow-up model.

1. An expert is brought in at great expense, and presents a one or two day workshop.

2. The literature suggests that these "pep talks" have little or no impact on teacher behavior and student learning.

D. Peer coaching is a strategy in which teachers are paired with other teachers for the purpose of observing each other in the classroom.

E. Then, based on the results of that observation, the teachers assist each other to develop or improve their instructional skills, which in turn has been proven to increase teacher effectiveness (Hasbrouck & Christen, 1997).

II. Overview of the literature

A. Stroble & Lenz, 1990. In order for teachers to gain a new skill and incorporate it into the classroom, they need (a) demonstration, (b) feedback, and (c) practice.

B. Hasbrouck & Christen, 1997. Peer coaching is an effective inservice model for teachers at all experience levels making it attractive for use with preservice, novice, and seasoned teachers.

- PC reinforces teaching behaviors that are effective and extends the use of best practice.
- Teachers are able to expand their understandings of what techniques work and why.
- PC uses a positive, non-judgmental approach for correcting less effective teacher practices by allowing partners to consider, research and try new methods.
- Highly skilled teachers benefit by having the opportunity to observe and practice newer, research-based techniques.

C. Englert & Suggai, 1983; Hasbrouck, 199; Morgan et al., 1994

1. The PC inservice model has been shown to be a cost-effective approach to rural inservice.
2. The PC model is supported by solid research that indicates that schools implementing this approach have improved both instructional quality and student outcomes.

III. How the IPCM Project uses Peer Coaching

A. This model employs a three phase process that includes:

1. Initial training on what peer coaching is and how it works,
2. Pairing teachers for coaching activities, and
3. Participating in peer coaching activities.

B. Terms you need to know:

1. Coach - the teacher who is observing a peer
2. Coachee - the teacher who is being observed by a peer

C. Peer coaching

1. Once paired, the partners decide on a mutually agreeable time to meet.

2. Review the decision tree to determine the specific teaching behavior that will be targeted.

- The teacher to be observed decides on the target behavior.
- No outside judgment about"right" or "wrong" behavior is made.
- It is the teacher being observed who has self-evaluated his/her teaching behavior and is asking for assistance to analyze the most important teaching behavior.

3. Together the partners establish teaching outcomes which provide evidence that the target behavior was present and effective.

- For instance, target behavior - giving clear directions during math lesson.
- One outcome might be "Once the math lesson is started, the students complete the assignment without having to ask additional questions".

D. The peer coach observes the teacher at the time when the targeted behavior will be displayed.

- Data are collected on the mutually selected outcomes.
- The coach writes a summary report of the observation and graphs the data.
- These data are reviewed by the partners, preferably during the same day as the observation.
- The coach shares the data with the partner is a specific, accurate, and non-judgmental manner.

E. Together the partners brainstorm ideas for performance improvement.

- Using resource materials from the initial training .
- Consulting with university faculty, curriculum professionals, and others.

IV. What are effective teaching behaviors?

A. Targeted "teaching behaviors" will include those proven to be effective for classroom management.

B. Teaching behaviors have been split into three categories consisting of:

- Classroom environment
- Structure and delivery of lessons, and
- Individualized, targeted interventions.

C. Classroom environment

- Considerations for this include any planning the teacher does in preparation for teaching, or
- What the teacher must consider before the students walk in the door

D. Structure and delivery of lessons

- Incorporates any teaching behaviors that are used as the teacher teaches, including
- Good content delivery strategies, and
- Remedial procedures

E. Individualized targeted interventions

- Refer to the teacher's ability to reflect and evaluate the effectiveness of teaching,
- Purpose is to verify that students are achieving the desired outcomes, or
- Need for teacher to make modifications for individual students to achieve the expected outcomes.

V. Using the Decision Tree

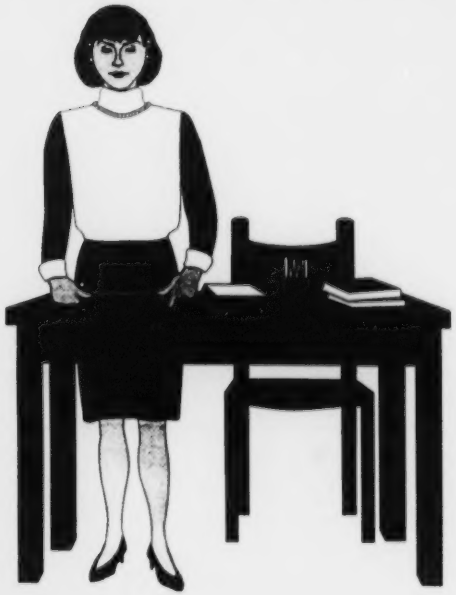
A. Self-evaluation

B. Decide on teaching behavior you would like to improve.

C. Use the decision tree to analyze when the target behavior occurs and what issues may play a part in its effective use.

D. Identify student outcomes which indicate successful use of target behavior.

IPCM Project



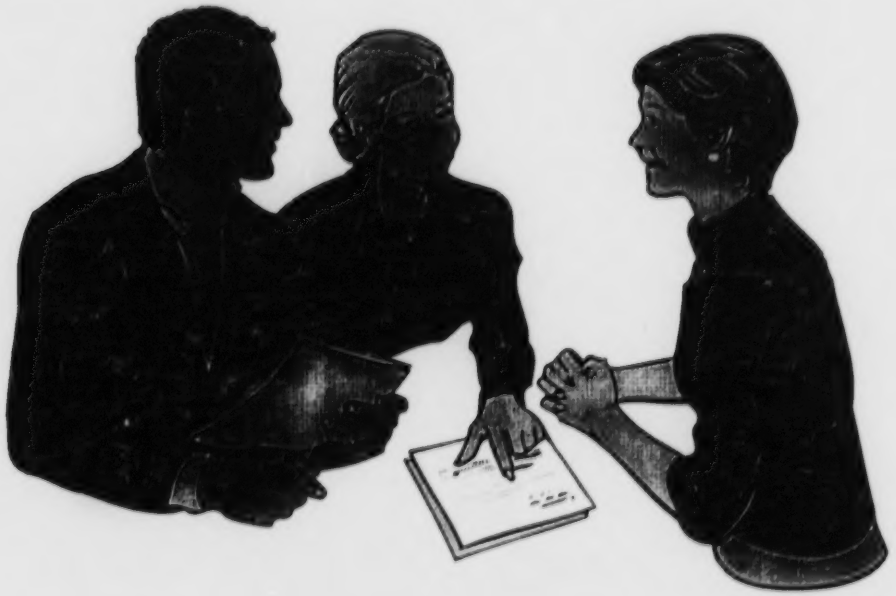
What is Peer Coaching?

Overview of the literature

- How is Peer Coaching used in other settings?

  - What the research says.

How the IPCM Project uses Peer Coaching?



You will be paired with another IPCM student

1. Terms you need to know
   a. Coach - the teacher who is observing a peer
   b. Coachee - the teacher who is being observed by a peer

2. Each of you will have a turn to be the "coach" and the "coachee"

3. It is the "coachee" who decides what the "coach" will observe.

* In order for this process to be effective, you need to carefully choose a "teaching behavior" which is significant.

* A significant teaching behavior is one which will allow the students to learn more effectively!

What are effective teaching behaviors?

Environment	Structure/Delivery of Lessons		Analysis and correction
	Normal structure	Correction	
classroom procedures	clear directions	responsive lesson adjustment	evaluate student progress
rules	cuing/attention prompts	intervene in "off task" behavior	adjust lesson plans
classroom arrangement	corrective feedback	correction procedures	plan to use behavior modification techniques
	monitoring	physical proximity	

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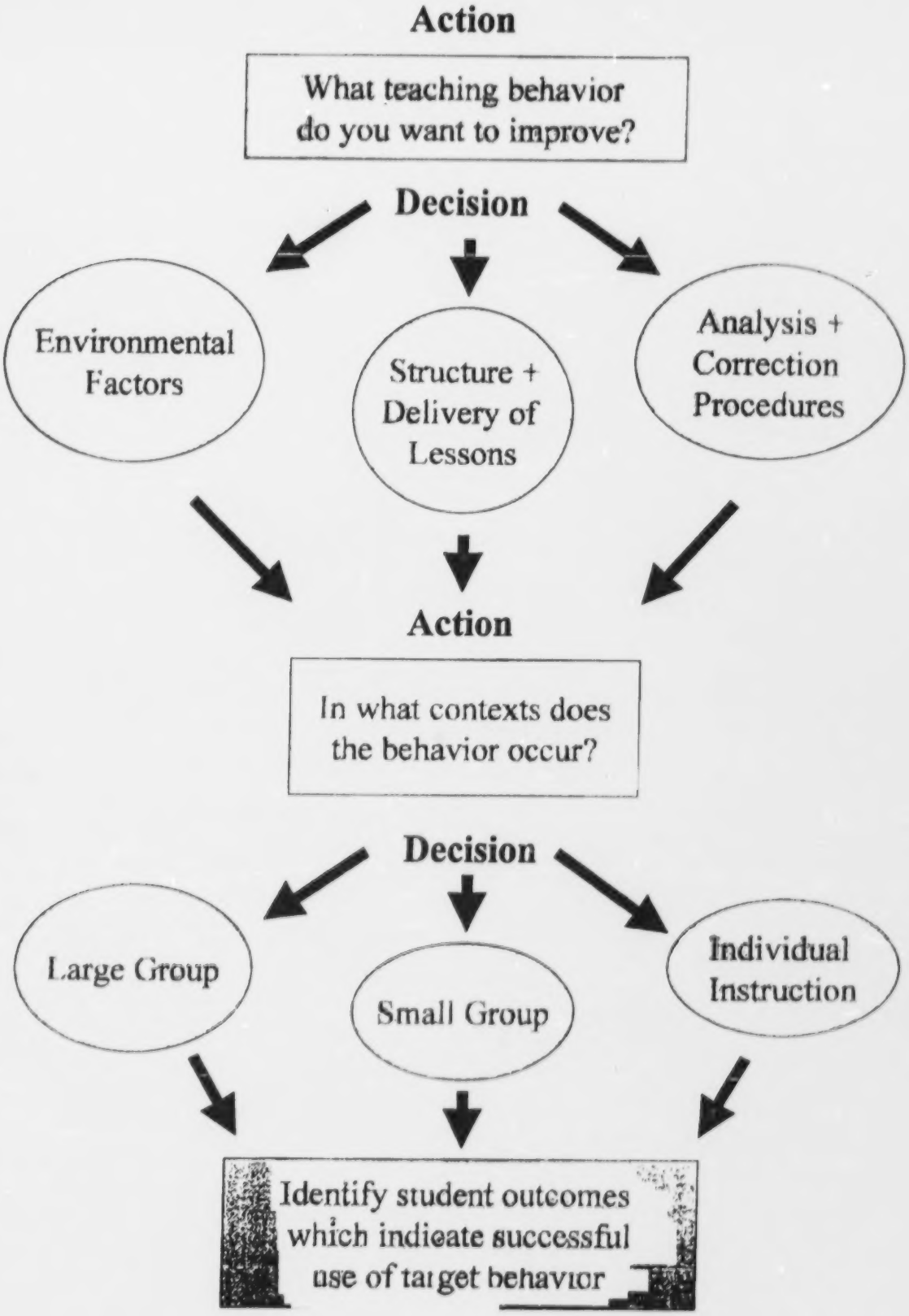
How do you decide which teaching behavior to target

Using a "Decision Tree" will help you decide...


Action
What teaching behavior do you want to improve?
Decision
Environmental Factors
Structure + Delivery of Lessons
Analysis + Correction Procedures
Action
In what contexts does the behavior occur?
Decision
Large Group
Small Group
Individual Instruction
Identify student outcomes which indicate successful use of target behavior

Homework Assignment

1. Consider each teaching behavior and spend some time over the next week self-analyzing how well you use each.

2. Use the decision tree to help you consider how often you do use each behavior vs/how often you <u>should</u> use each behavior.

Homework Assignment

3. With the help of the decision tree, decide on one teaching behavior you would like to improve.

4. Bring your idea to the next class session on November 18th.

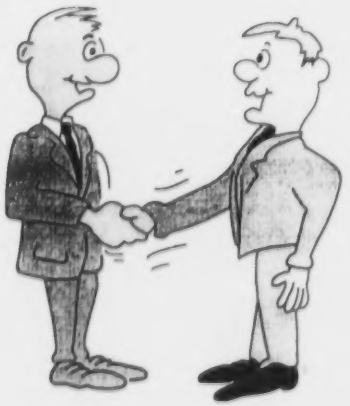
Peer Coaching - session two

11/16/98

What is effective teaching?

Using the peer coaching process

Step 1: Meet your partner



Step 2: Decide who will be "coach" and who will be "coachee"

11/16/98

Understand your roles

The "coach" should maintain the role of Facilitator

Facilitate means: to assist, or make it easier for the "coachee" to organize her thoughts.

This can be done by asking questions or rephrasing what the "coachee" has said.

11/16/98

The "coachee" should maintain the role of Guide

Guide means: to provide direction and to lead.

This can be done by carefully considering issues before meeting and having ideas formulated.

Step 3: Discuss the teaching behavior the "coachee" decided to target

1. **Define the teaching behavior in observable and measurable terms**
2. **Discuss the educational contexts of the teaching behavior**
   - **type of lessons**
   - **group size**

Step 4: Define measurable student outcomes which would indicate

Step 5: Brainstorm ideas for how to collect data

11/16/98

Data Collection: Consider the dynamics of the teaching behavior

- **Is it discrete?**
- **Continuous?**
- **One time only?**

Data collection options: You may choose to measure rate

rate

fluency

duration

latency

force

locus

topography

11/16/98

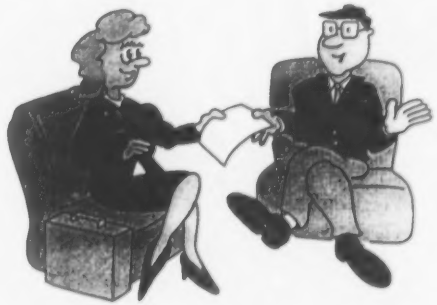
Make sure data collected will tell you if your teaching was effective

Step 6: Design data collection sheets

Step 7: Set dates, times, and places

Step 8: The coach observes the coachee teach

Step 9: The coach provides data from the observation to the coachee



Step 10: Use the data to change your teaching behavior.

- choose specific teaching behaviors you want to practice and perfect
- consult journals or other professionals for ideas
- incorporate new strategies into your daily teaching
- continue to monitor student outcomes

11/16/98

Homework

Use the 10 step Peer Coaching process with a partner and turn in your "follow-up report" by the last week of classes.

11/16/98

Data Collection Sheet

Date: _____ Time: Begin _____ End _____

Coach _____

Partner _____

Grouping: Large group _____ Small group _____ Individual _____

Setting: Role play _____

Regular _____

Resource Room _____

Segregated Classroom _____

Behaivoral description of indicators of effective teaching: Description of data collection procedures:
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